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BOOK REVIEWS

The Making of a Teacher. By MARTIN G. BRUMBAUGH. Philadelphia: The Sunday School Times Co., 1905. Pp. xv+351.

The special aim of this work is indicated in the subtitle, "A Contribution to Some Phases of the Problem of Religious Education." It attempts particularly to present to the average Sunday-school teacher a concrete and popular account of some psychological facts with their bearings upon teaching in the Sunday school, and upon the development of moral and religious character.

Although admitting the wisdom of the author in avoiding a technical discussion of his various topics, the question may fairly be raised as to whether he has succeeded in making his suggestions for religious training grow very definitely out of his psychology. True, as he says, his discussion is not meant to be systematic or complete. But still, from the point of view of the psychologist at least, the one phase of his task seems quite adventitious to the other and one wonders whether, after all, the teacher would not have profited as much if not more by Dr. Brumbaugh's excellent fund of illustration and exposition of concrete method, if it were not burdened by what is, at best, a somewhat antiquated and vague psychology. However that may be, the author is to be commended for his recognition of the fact that mere learning of facts does not make character, and for his insistence upon the importance of feeling and will and the dependence of these upon social influences for their development. But it would certainly have been possible, even in a popular treatise, to have brought more closely together the affective and cognitive aspects of consciousness, provided it was necessary in the first place to have separated them. Certainly no one would regard the following typical passage as throwing much light upon the situation: "Everywhere, like an over-soul upon the thought-life is this marvelous mystery of feeling. One can feel the tension, one can almost vision the sweep of its power, as it surges . . . over the ranges of our thoughts. . . . At last it breaks all barriers, and sweeps upward into thought. . . . The vague sweep of our feeling is crystallized into thought and rests in consciousness as an element of knowledge" (p. 78). This and other passages indicate that the writer's conception of education, religious as well as secular, is of the intellectualistic type. The present reviewer cannot but feel that the problem of religious education must be thought out in a much more fundamental way and that such an external alliance with a piecemeal psychology, while possibly pleasant reading for the Sunday-school teacher, offers little real help either in bringing him to a consciousness of the problems involved or in helping him to solve them.

An Introduction to Child-Study. By W. B. DRUMMOND. London: Edward Arnold, 1907. Pp. vii+348.

This book is a compendium of much of the material on child-study brought forth by President Hall and his pupils, Earl Barnes, Sully, and others. It discusses various questions of method and cautions to be observed; facts of

growth, health, fatigue, instincts, interests, speech, drawing, moral and religious characteristics, and exceptional children. It contains little that is new to readers familiar with recent literature. The presentation is, however, simple and straightforward and will no doubt be of interest to the general reader as an introduction, which is in fact expressly what it claims to be.

IRVING KING

UNIVERSITY OF MICHIGAN

Evolution and Animal Life. An Elementary Discussion of Facts, Processes, Laws, and Theories Relating to the Life and Evolution of Animals.
By DAVID STARR JORDAN AND VERNON LYMAN KELLOGG. New York:
D. Appleton & Co., 1907. Pp. xi+489. \$2.50.

The authors have presented in this book the substance of a number of elementary lectures which are given each year to the students of Leland Stanford Jr. University. The limited space of one volume has of course necessitated the abridgment of the enormous amount of literature on this subject. The reviewer would differ occasionally in the selection of the material to be used, but, as no two people would probably ever agree on what should or should not be included, no preferences will be mentioned here. There are twenty-one chapters in the book, treating practically all the various subjects that are today necessary for an understanding of evolution. The titles of the chapters show quite clearly the method pursued by the authors in presenting their material. They are as follows: "Evolution Defined;" "Variety and Unity in Life;" "Life, Its Physical Basis and Simplest Expression;" "Factors and Mechanism of Evolution;" "Natural Selection and Struggle for Existence;" "Sexual Selection;" "Artificial Selection;" "Various Theories of Species-Forming and Descent Control;" "Geographic Isolation and Species-Forming;" "Variation and Mutation;" "Heredity;" "Inheritance of Acquired Characters;" "Generation, Sex, and Ontogeny;" "Factors in Ontogeny, and Experimental Development;" "Paleontology;" "Geographical Distribution;" "Adaptations;" "Parasitism and Degeneration;" "Mutual and Communal Life Among Animals;" "Color and Pattern in Animals;" "Reflexes, Instinct, and Reason;" "Man's Place in Nature."

Chap. viii, "Geographic Isolation and Species-Forming," is very Jordan-esque; it is especially interesting because of the recent discussions in *Science* and other periodicals devoted to this phase of the transmutation of species. In the chapter on "Variation and Mutation" the junior author has drawn on his extensive knowledge of Entomology to illustrate his ideas. Detailed references to literature are given in an Appendix under the titles of the different chapters, an arrangement which we consider a marked improvement on most bibliographies. Three colored plates of birds and a profusion of diagrams and figures, some original, others borrowed from various sources, provide adequately the graphic illustrations made necessary by the text.

ROBERT W. HEGNER

DEPARTMENT OF ZOOLOGY
THE UNIVERSITY OF WISCONSIN